

THE INFLUENCE OF THE STUDENTS' LINGUISTIC INTELLIGENCE TO THEIR WRITING ABILITY TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 2 PADANGSIDIMPUAN

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ABSTRACT

This research is carried out in order to know about how far the students' linguistic intelligence of the eleventh grade students of SMA Negeri 2 Padangsidimpuan and how far its influence to the students' writing ability. And in this research the writer applies the population research. The number of subject in this research is 64 students. For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the SMA Negeri 2 Padangsidimpuan. And as the instrument for collecting the data the writer uses the written test. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Product Moment Correlation (r_{XY}). After analyzing the data, it has been got that the value of r_{XY} is 0.62. By consulting this value to the table of interpretation given before, it is known that it can be categorized into the high correlation. It means that there is a significant influence of the students' linguistic intelligence to their writing ability to the eleventh grade students of SMA Negeri 2 Padangsidimpuan. And the hypothesis of this research is accepted

Keywords : linguistic intelligence, writing ability

ABSTRAK

Penelitian ini dilakukan untuk mengetahui sejauh mana kecerdasan linguistik siswa kelas XI SMA Negeri 2 Padangsidimpuan dan seberapa jauh pengaruhnya terhadap kemampuan menulis siswa. Dan dalam penelitian ini penulis menggunakan penelitian populasi. Jumlah subjek dalam penelitian ini adalah 64 siswa. Untuk mendapatkan data yang dibutuhkan, penulis menerapkan studi pustaka dan lapangan. Penelitian kepustakaan diterapkan berdasarkan kebutuhan buku sebagai sumber teori dan informasi, dan penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMA Negeri 2 Padangsidimpuan. Dan sebagai instrumen untuk mengumpulkan data penulis menggunakan tes tertulis. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisisnya dengan menggunakan analisis statistik. Formulasi statistik yang digunakan dalam penelitian ini adalah formulasi Pearson's Product Moment Correlation (r_{XY}). Setelah menganalisis data, didapatkan bahwa nilai r_{XY} adalah 0,62. Dengan membandingkan nilai ini ke tabel interpretasi yang diberikan sebelumnya, diketahui bahwa itu dapat dikategorikan ke dalam korelasi yang tinggi. Ini berarti bahwa ada pengaruh yang signifikan dari kecerdasan linguistik siswa terhadap kemampuan menulis mereka pada siswa kelas sebelas SMA Negeri 2 Padangsidimpuan. Dan hipotesis penelitian ini diterima

Kata kunci: kecerdasan linguistik, kemampuan menulis

I. INTRODUCTION

Classroom is a place where teachers and students are the participants in teaching and learning activities. In the classroom, teacher delivers lesson, drills students with the material, and scores students' work. In the other side, students learn by listening to the teacher's explanation, doing assignments and tests, and so on. But each student's prior knowledge and learning ability are not the same to each other; whether they learned or acquired the knowledge inside or outside the classroom or their learning behavior inside the classroom.

Teaching and learning activities are meant to develop students' knowledge and also to work on the gap of knowledge between them. But sometimes the gap between them is still or even broadens.

In that case, the factors such as students' mental, psychological, and social capacities are taken into account in order to achieve the objective of learning. Students are human that are described as unpredictable, inconsistent, and inefficient processor as Michael P. Breen (2003) wrote it, that they always leave the question of which selected part of linguistic data is meaningful and worth to act upon. In the following notion Wundt in Breen associated a classroom as *a laboratory* which is ineffective. He strongly believed that the higher mental processes of reasoning, belief, thought, and language were rooted as within authentic social activity. A classroom is a place to conduct a formal teaching and learning activity, but the case is how to make the activity effective and successful.

To achieve such purpose, some ideas are worked to transform classroom into active environment. White and Arnt (1991) says that teaching and learning are joint enterprises involving both teacher and students in a partnership where the participants have complementary roles and similar status. It means that the teacher, instead of being cast merely in the role of linguistic judge, now becomes reader, responding to what the students have written. The students, rather than merely providing evidence of mastery of

linguistic forms, proffer experiences, ideas, attitudes, and feelings to be shared with a reader.

In writing, students have to apply their formal knowledge of vocabulary, grammar, spelling, and punctuation. But in turn, according to Cox (1994), they also need to be accustomed to make and receive meanings using a variety of forms depending on audience and purpose.

In Indonesian schools, teachers have important task to introduce the standard and types of texts that each serves unique purpose. As in Indonesian junior high school, the curriculum comprises numbers of text types which is the 9th grade, there are three text types: *Procedure*, *Report*, and *Narrative*, which the latest shall be described later on here.

The constraint upon writing activity is visible and more audible during the class. Some students feel pressured and clueless when they are about to write paragraphs that they asked friends. That situation annoys friends since they need to concentrate as well. How should the teacher create an atmosphere that assists less independent students and support more independent ones and give more creative insight to all? The Narrative writing annual project is coming up and it demands original work from all students who in majority, acknowledged by the teacher, still show low quality of writing.

Talking of fluency in producing language; basically it cannot be separated from Linguistic Intelligence because it relates to the ability to construct minds clearly and ability to express mind in speaking, reading and writing. Moreover, Linguistic Intelligence as one of Howard Gardners Multiple intelligences theory; is the capacity to use language, your native language, and perhaps other languages, to express what is on your mind and to understand people.

Linguistically intelligent people usually like to read, write, listen, and play word games. They are good at spelling, sensitive to pattern of sound and grammar, and systematic

in thinking. They have a good memory for general knowledge and ability to reason therefore People with high linguistic intelligence not only show the mastery of language properly, but also tell a story, debate, discuss, make a report and finish a variety of task which has a correlation with speaking and writing. (Lwin, 2003)

According to those criteria, the linguistically intelligent people may learn English (as a foreign Language) faster. They know how to arrange the words and the sentence systematically and syntactically, they understand speech pattern semantically, and they are able to communicate their viewpoints in a clear, beautiful, and refined manner.

Actually, the developing both philosophical and practical basis for language teaching is not merely derived from tradition (such as grammar translation method) and practical realities (such as determination of reading as the goal in American schools and college); but also from linguistics, psychology, or a mixture of both of them.

Then, linguistic intelligence as one of psychology and linguistic theory can be a good contribution and insight for a development of language teaching. It answers how the language is produced by part of brain, how speech pattern is produced by the human, and how the language proficiency can be increased by students.

Talking of the linguistic intelligence, it cannot be separated from brain function which controls all the human behavior include the language control. It is mentioned in Neurolinguistic that there is part of brain which control the language and speech production.

As what the writer mentioned above, there is a correlation between Linguistic intelligence and the writing fluency. Therefore the writer is interested in finding out whether there is a significant correlation between students' linguistic intelligence and their writing skills achievement. To measure this, the writer has to use the valid instrument and to choose the appropriate object of research,

that is the students who learn the foreign language (English) intensively. And the eleventh grade students of SMA Negeri 2 Padangsidempuan can be one of the options of the research object. The writer chooses the eleventh grade students because for some things the quality of their English skill is getting better than at the seventh semester and because they have been doing some activities that can increase their linguistic intelligence such as learning English intensively from seventh to eleventh grade semester, writing English text excessively that can make them acquire much vocabularies, and practicing the English conversation through discussion and sharing that can make them increasingly skilled in writing ability. For those reasons the writer is interested in running and writing a "paper" under the title : "The influence of the students' linguistic intelligence to their writing ability to the eleventh grade students of SMA Negeri 2 Padangsidempuan".

II. REVIEW OF RELATED LITERATURE

Influence

According to William Morris (1984) : "Influence means ; 1. a power indirectly or intangibly affecting a person or a course of events. 2. Power to sway or affect based on prestige, wealth, ability or position ". and according to A S Hornby : "Influence means : 1. Power to produce an effect; actions of natural forces".

Based on the above quotations it can be concluded that the word "influence" in the topic of this research means the power to produce an affect, in this case the power of the students' linguistics intelligence to their writing ability.

Linguistic Intelligence

1. Linguistic

According to Gillard (2003) linguistic is the adjective connected with language or the study of language. And

language itself is a form of communication, both spoken and written that is based on a system of symbols. Think about how important language is in our everyday life. We need language to speak to others, listen to others, read and write. Our language enables us to describe past events in details and plan for the future. Language let us pass down information from one generation to the next and create a rich cultural heritage.

2. Intelligence

Gazzaniga (2003) says, intelligence is a difficult concept to define, as it can take a number of different forms, but most definitions agree that (1) humans have a range of different abilities, and (2) intelligence can be equated with how a person measures on a particular ability scale. Even intelligence is a difficult concept to define; intelligence has frequently been defined as the ability to adjust to the environment or to learn from experience.

Gazzaniga himself proposed a definition of intelligence as a collection of high level mental process – in today's term, things such as “verbal,” “mathematical,” and “analytical” abilities.

And according to Jane S Halonen (2004), intelligence is Verbal ability, problem solving skills, and the ability to learn from and adapt to the experiences of everyday life¹¹. The definitions of intelligence which are proposed by Gazzaniga and Jane S Halonen according to Howard Gardner are the classical definition of intelligence where the psychologist just defined the intelligence as cognitive ability such as verbal, logical-mathematical ability and problem solving.

After explanation of linguistic and intelligence above, it can be stated that

linguistic intelligence is the capacity to use language, our native language, and perhaps other languages, to express what is on our mind and to understand other people. According to Arifuddin (2010), linguistic intelligence is the ability to use and arrange the words effectively either in spoken or in written form. Linguistic intelligence has a correlation with the using and developing language generally, either in spoken or in written language. People who possess the linguistic intelligence are able to use the language fluently and are able to develop their knowledge with clear idea. They can easily catch the spoken and written language and they also have a good memorization.

While Howard Gardner (2001), defines linguistic intelligence as sensitivity to spoken and written language and the ability to use language to accomplish goals, as well as the ability to learn new languages.

Moreover May Lwin (2003) states that linguistic intelligence is the ability to construct clear idea and to use the words competently in speaking, reading and writing.

Actually, linguistic intelligence not merely consists of the ability to use a language correctly, but also beautifully. It involves a deep understanding of words and sensitivity to literal as well as the figurative meanings of words. It also involves highly developed written and oral communication skills, proper knowledge of grammar rules and the information about as well as a zest to learn different types of languages.

From those definitions, it can be concluded that Linguistic intelligence is the ability to use language either in spoken or in written form clearly and correctly and the ability to use it to accomplish goals.

Writing Ability

There are several aspects of writing such as :

1. Definition; writing is *a physical and a mental act*. It is the physical act of committing words or ideas to some

medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. Or in the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

2. Purpose.; writing is to *express* and to *impress*. Writers have two masters that are themselves and their own desires to express an idea or feeling and readers, or audience who need to have ideas in certain ways.
3. Description; Writing is *a process* and *a product*. It is a process because writer imagines, organizes, drafts, edits, reads, and rereads in cyclical way or not. It is also a product such an essay, letter, story or research report.

She also stated that the urgency of expressing what on writer's mind has also social goal, which is to impress the reader. Writer should try to satisfy two parties, his/herself and the audience. Even though writing is one of four skills in language which is used for communication, it also has cognitive function as to clarify and support thought.

As the term 'writing' can refer to the process of writing or to the written product, Brian Cox (2009) describes the aspects that also refer to writing as composing or secretarial³. In school, the secretarial works should not be allowed to predominate in the assessment while the more complex aspects, as of composition, are ignored. In larger context, the process of writing is all about putting the ideas together in comprehensible set of letters, words, or sentences. In the other hand, according to Merriam-Webster dictionary, secretarial work is about doing correspondence and keeping records. (<http://www.merriam-webster.com/dictionary/secretarial>)

According to recommendation made in 1988 by the acknowledged committee on English teaching in England and Wales, Kingman Report (1993), stated clearly the

importance of language use. Not to mention all over again about the era of globalization that unites the world as one big giant community. The committee, chaired by Sir John Kingman, related the ability to produce linguistic discourse as "genuine participant" of democratic society who "may take effective action on the basis on their understanding".

The Conceptual Frameworks

Linguistic intelligence is the capacity to use language, our native language, and perhaps other languages either in written or in the spoken form, to express what is on our mind and to understand other people.

Whereas, writing is *a physical* and *a mental act*. It is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. Or in the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

So, the writer assumes that there is a significant influence of the students' linguistic intelligence to their writing ability to the eleventh grade students of SMA Negeri 2 Padangsidempuan

III. THE METHODOLOGY OF RESEARCH

By looking up the topic of this research, it has been known that this research is carried out in the SMA Negeri 2 Padangsidempuan.

In order to get the needed data, of course we need the instrument. The instrument should be appropriate to the main purpose of carrying out the research. Because this research concerns with the study of the students' linguistic intelligence and Writing ability, so that the writer chooses the test for getting the data about the students' linguistic intelligence, and writing ability.

The method in carrying out a research is very important to be explained, because a research cannot be freed from the method used in it. Carrying out this research the writer applies the correlation method. It is applies based on the problem of this research, that is in order to find out about how far the influence of the students' linguistic intelligence to their writing ability to the eleventh grade students of SMA Negeri 2 Padangsidempuan. As Suharsimi (1989) states : "Correlational research is applied in order to find out whether there is a correlation or not, and if there is a correlation how far it is and whether it has significant correlation or not".

For getting the needed data the writer applies the library research and field research. The library research is applied based on the needs of scientific books from the library as the sources of theories and informations concerning with the topic of this research, and the field research is applied based on the needs of data from the field, in this case from the SMA Negeri 2 Padangsidempuan. As Komaruddin (1982) states: "A scientific writer, before and during writing can't be freed from results of the library research and field research".

And for getting the needed data from the field the writer applies the written test to the students. The test is applied in order to get the data the students' linguistic intelligence to their writing ability. The items of the test are adjusted to the curriculum used in the school, so that it is expected that the collected data is absolutely valid and accurate.

After getting the data from the field, then it is analyzed by using the statistical computation. The statistical formulation which is used is the Person's Product Moment Correlation (r_{xy}) as follows :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

In which :

r_{xy} = Symbolizes the influence of the students' linguistic intelligence to their writing ability

- X = Symbolizes the students' scores in motivation in learning English
- Y = Symbolizes the students' scores in writing ability
- $\sum X$ = Symbolizes the sum the students' scores in linguistics intelligence
- $\sum Y$ = Symbolizes the sum the students' scores in writing ability
- N = Symbolizes the number of sample.

After getting the value of r_{XY} , the next step which is done by the writer is by consulting the value of r_{XY} to the table of interpretation below :

TABLE 3.1.
THE TABLE OF INTERPRETATION OF THE VALUE OF r_{XY}

NO	THE VALUE OF CORRELATION (r_{xy})	INTREPRETATION
1.	Between 0.90 – 1.00	Very high correlation
2.	Between 0.70 - 0.9 0	High correlation
3.	Between 0.40 - 0.70	Sufficient correlation
4.	Between 0.20 - 0.40	Low correlation
5.	Between 0.00 - 0.20	No correlation

(The sources : Suharsimi Arikunto, 2010)

The table will show us about how far the influence of the students' linguistic intelligence to their writing ability, and it used for testing the hypothesis that has been formulated before.

The data in this case scores of the students' linguistic intelligence to their writing ability. Then it is analyzed by using the statistical computation. It is done in order to find out the influence of the students' linguistic intelligence to their writing ability.

The techniques used in analyzing the data are as follows :

1. The writer distributes the data into the table of calculation, in which for the data of the students' linguistic intelligence it is symbolized by X, and for the data of the

students' writing ability it is symbolized by Y.

2. The writer calculates the value of X^2 , Y^2 and XY .
3. The writer calculates the sum of X, which is symbolized by $\sum X$.
4. The writer calculates the sum of Y, which is symbolized by $\sum Y$.
5. The writer calculates the sum of X^2 , which is symbolized by $\sum X^2$.
6. The writer calculates the sum of Y^2 , which is symbolized by $\sum Y^2$.
7. The writer calculates the sum of XY , which is symbolized by $\sum XY$.
8. After getting the above values, then the writer calculates the correlation of the two variables by using the Person's Product Moment Correlation (r_{XY}).
9. After getting the value of r_{XY} , then it is consulted to the table of Interpretation of Correlation. The table will show use about how far the correlation of the two variables is.
10. The writer tests the hypothesis.

IV. THE RESULT OF RESEARCH AND DISCUSSION

Through the statistical analysis of the collected data from the field it has been got that there is a significant influence of the students' linguistics intelligence to the students' writing ability to the eighth grade students of SMA Negeri 2 Padangsidimpuan. It can be seen from the value of correlation between the two variables (r_{XY}), that is 0.62, in which after consulting it to the value of interpretation of correlation it can be categorized into the sufficient correlation category.

And through the collected data it can be seen that the lowest score got by the students in linguistics intelligence 55, and highest score is 80, whereas the mean score of the students' linguistics intelligence (M_X) is 69.84. It means

that the students' linguistics intelligence can be categorized into the enough category.

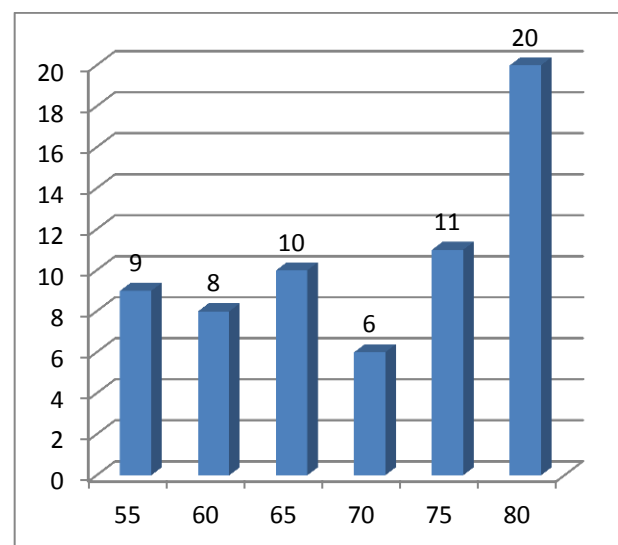
The frequency and percentages of the students' linguistics intelligence can be seen in the following table:

TABLE II
THE FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE STUDENTS' LINGUISTICS INTELLIGENCE

NO	SCORES	FREQUENCY	%
1	55	9	14.06%
2	60	8	12.50%
3	65	10	15.63%
4.	70	6	9.38%
5.	75	11	17.19%
6.	80	20	31.25%
TOTAL		64	100 %

Based on the table above the writer can make the histogram graphic as follows :

Graphic 1. The frequency histogram of the students' linguistics intelligence



And the scores of the student in writing ability show that the lowest score got by the students is 55, and highest score is 90. The mean score of the students' in writing ability is 74.77 . It means that the students' abilities can be categorized in to the capable category. It shows us that in general the eighth grade students of SMA Negeri 2 Padangsidimpuan are able to write.

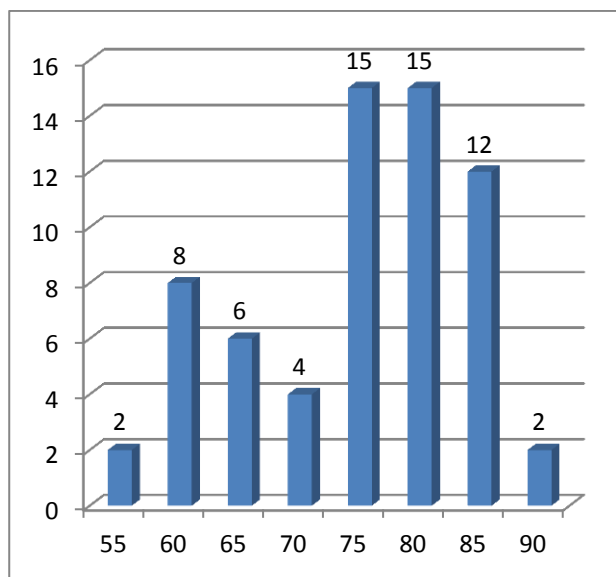
The frequency and percentages of the students' writing ability can be seen in the following table:

TABLE III
THE FREQUENCY AND PERCENTAGE
DISTRIBUTION OF THE STUDENT SCORES
IN WRITING

NO	SCORES	FREQUENCY	%
1	55	2	3.13%
2	60	8	12.50%
3	65	6	9.38%
4	70	4	6.25%
5	75	15	23.44%
6	80	15	23.44%
7	85	12	18.75%
8	90	2	3.13%
TOTAL		64	100%

Based on the table above the writer can make the histogram graphic as follows :

Graphic 2. The frequency histogram of the students' writing ability



From the above table and histogram above it can be concluded that the percentage of the eighth grade students of SMA Negeri 2 Padangsidempuan who have succeeded in achieving the teaching objectives is 75.00%, whereas the percentage of the students who are categorized into the low category or the value doesn't achieve the Minimum Completeness Criteria (KKM) is only 25.00% because all the students have achieved the value of the

Minimum Completeness Criteria (KKM), that is 70.

From the analysis of the collected data it has been known that there is a significant influence of the students' linguistics intelligence to their writing ability to the eighth grade students of SMA Negeri 2 Padangsidempuan. And the hypothesis of this research that states "there is a significant influence of the students' linguistics intelligence to their writing ability to the eighth grade students of SMA Negeri 2 Padangsidempuan" is accepted. But, students who have high linguistic intelligent, do not always have high score in writing achievement. It may because of the linguistic intelligence is not the absolute factor that affect the students' witing ability, there is still another factor that affect on it, such as vocabulary, grammar, motivation, interest, attention, aptitude, readiness, etc.

From the values of mean scores of the students in linguistics intelligence, that is 69.84 , it can be stated that the students' linguistics intelligence can be categorized into the enough category and the mean score of the students in writing ability, that is, 74.77 it is categorized into the capable category. It means that the eighth grade students of SMA Negeri 2 Padangsidempuan are able to write.

V. THE CONCLUSIONS AND SUGGESTIONS

After finishing explaining the result of this research and discuss it, the next step which is important to be done by the writer is formulating the conclusions and suggestions referring to the final result of conducting this research as the input for the people who care with the English educational field. Therefore, in this chapter the writer would like to formulate the conclusions and then offering suggestions as follows :

The Conclusions

1. There is a significant influence of the students' linguistics intelligence to the

students' writing ability to the eighth grade students of SMA Negeri 2 Padangsidempuan. It can be seen from the value of correlation of the two variables, that is 0.62.

2. The students' linguistics intelligence can be categorized into the enough category. It can be seen from its mean score, that is 69.84.
3. The students' writing ability can be categorized into the capable category. It can be seen from the mean score got by the students, that is 74.77.
4. The students' writing ability are not only influenced by the students' linguistics intelligence, but also influenced by the other factors, such as : motivation, interest, attention, intelligence, aptitude, readiness, etc
5. The hypothesis of this research that states "there is a significant influence of the students' linguistics intelligence to the students' writing ability to the eighth grade students of SMA Negeri 2 Padangsidempuan", is accepted.

The Suggestions

1. In order to improve the students' writing ability, it is suggested to the teacher should give the great opportunity for students to use the language naturally.
2. For the students, they should have internal motivation to learn any language. They should be confident in practicing the foreign language such as English. They should practice the language skills as frequent as possible to develop their cognitive ability in increasing the language skills.
3. For the government it is suggested to complete school facilities, such as teaching aids, language laboratory, library, studying room, etc.
4. This research is still far from being, so that it is expected to other researchers to

carry out the deeper research concerning to the topic of this research

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